Secondary Math Lesson Plan Rubric

I. Warm-up

Purpose: Activate prior knowledge and reinforce previous concepts to set the stage for new learning.
- **Criteria**:
  - Engages students with content that connects to previous lessons.
  - Clearly transitions into the day's objective.
  - Encourages participation from all students.

- **Planning Questions**:
  - What prior knowledge do students need to access today's lesson?
  - How can I make the warm-up engaging and relevant?
  - What misconceptions from the previous lesson can I address here?

II. Objective and Essential Question (EQ)

Purpose: Provide clarity on learning goals and guide student thinking.
- **Criteria**:
  - Objective is measurable and aligned with standards.
  - EQ is thought-provoking, open-ended, and clearly communicated.
  - Students can articulate the objective and EQ in their own words.

- **Planning Questions**:
  - What do I want students to know and be able to do by the end of the lesson?
  - How can I phrase the EQ to promote critical thinking?
  - How will I ensure students understand and connect with the objective?

III. Guiding Questions

Purpose: Direct focus to key concepts and deepen understanding.

- **Criteria**:
  - At least two well-crafted, content-specific questions.
  - Questions promote critical thinking and discussion.
  - Scaffold learning towards mastery of the objective.

- **Planning Questions**:
  - What key ideas do students need to explore today?
  - How can I design questions that require deeper thinking, not just recall?
  - How will these questions guide students toward understanding the objective?

IV. Intro Activity / Exit Ticket / Quiz Review

Purpose: Frame the standard, frontload information, and connect prior knowledge to new content.

- **Criteria**:
  - Clearly linked to the lesson objective and standard.
  - Provides context or review for upcoming concepts.
  - Acts as a bridge between past and present learning.

- **Planning Questions**:
  - How does this activity frame the standard clearly for students?
  - What prior knowledge will I activate or review?
  - How can I ensure this activity connects seamlessly to new content?

V. Focus Activity

Purpose: Address misconceptions through collaborative learning.

- **Criteria**:
  - Designed to surface and correct common misconceptions.
  - Group activity fosters discussion and peer teaching.
  - Includes a synthesis phase to consolidate learning.

- **Planning Questions**:
  - What misconceptions are common with this topic?
  - How can I structure the activity to promote productive struggle?
  - How will students synthesize their learning effectively as a group?

VI. Practice (Pair/Group)

Purpose: Reinforce learning with targeted practice addressing potential misunderstandings.

- **Criteria**:
  - Activities promote collaborative problem-solving.
  - Includes tasks that target specific misconceptions.
  - Structured with rotations or varied groupings for diverse interaction.

- **Planning Questions:**
  - What types of problems will challenge students' thinking?
  - How can I ensure all students are engaged and contributing?
  - How will I structure groups to maximize learning and support?

VII. Individual Practice

Purpose: Independent work that consolidates learning and prepares for assessment.

- **Criteria**:
  - Directly aligned with lesson objectives and standards.
  - Addresses all misconceptions identified earlier in the lesson.
  - Prepares students for the exit ticket as a final check for understanding.

- **Planning Questions**:
  - How will this practice reinforce key concepts?
  - Are the tasks appropriately challenging for all learners?
  - How will students self-assess their understanding?

VIII. Exit Ticket

Purpose: Assess mastery of the lesson objective.

- **Criteria**:
  - Focused on key standard(s) of the lesson.
  - Provides immediate insight into student understanding.
  - Short, targeted, and easy to analyze for instructional decisions.

- **Planning Questions**:
  - Does this exit ticket directly assess the lesson objective?
  - How will I use the data from the exit ticket to inform future instruction?
  - Is the exit ticket clear and concise for students to complete effectively?